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ABSTRACT

This report provides the 1998-99 data on the 12 Connecticut Community-Technical Colleges, as reported to the governor. The average Community-Technical College student in 1998-1999 was 30 years of age. Students enrolled in occupational programs represented 43 percent of enrollment, and approximately 28 percent pursued Liberal Arts and Sciences and General Studies programs. The scope of activities in the School-to Career and Technical Preparation programs has expanded during the 1998-1999 year. All colleges have been developing skills outcomes statements for all career programs to better coordinate with the CBIA-developed skills standards. Master plans for several facilities constructions have moved forward. The new Learning Resource Building at Manchester is scheduled for substantial completion and occupancy in June of 2000. The PC Core Competency Training Program has provided ongoing technology training in the major PC office applications as well as Internet and Web technology through training classes provided at the community-technical colleges. The system has contracted with an independent natural gas supplier to provide gas service to eight colleges, with a resulting saving of some 10 percent during the first year of the contract. During the 1998-1999 year, the Chancellor's Office established a Labor/Management Committee to review the Minority Fellowship Program, reaffirming its commitment to affirmative action and equal opportunity. (JA)

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ED 443 490

Connecticut
Community
Colleges

Education That Works For a Lifetime

ANNUAL REPORT TO THE GOVERNOR

Community-Technical Colleges
1998-99

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Average number of full-time employees	2,173
Average number of credit students	38,625
Average number of non-credit registrants	59,500
Recurring operating expenditures:	
General Fund	$103,894,210
CTC Operating Fund	$ 56,416,353
Grants	$ 23,095,418
Capital Outlay	$ 8,845,327

Structure: a system of 12 colleges managed by an appointed Board of Trustees responsible for the system's growth and development, and whose operations are coordinated by the Chancellor's Office

Members of the Board of Trustees as of June 30, 1999

Lawrence J. Zollo, Waterbury, chairperson; Bryan N. Anderson, Milford; Maureen M. Baronian, West Hartford; Louise S. Berry, Danielson; Dorothy K. Bowen, Eastford; Stephen Bucholtz, Hartford; Reverend David L. Cannon, Preston; Charles Chekas, Middlebury; William R. Johnson, Glastonbury; Jules Lang, Norwalk; Raymond Rivard, Middlebury; Hector Rodriguez, Bridgeport; Lisa Noel Ruzika, Danbury; Marie M. Spivey, Hartford; Joseph Steinkirchner, Stamford; Nancy B. Stolfi, Wolcott

TC 000534

Names, Locations, and Presidents of the 12 Community-Technical Colleges

BEST COPY AVAILABLE

Asnuntuck CTC, Enfield – Harvey S. Irlen
Capital CTC, Hartford – Ira H. Rubenzahl
Gateway CTC, New Haven – Dorsey Kendrick (incoming summer 1999)
Housatonic CTC, Bridgeport – Janis Wertz-Hadley
Manchester CTC, Manchester – Jonathan M. Daube
Middlesex CTC, Middletown – Sharon Hart
Naugatuck Valley CTC, Waterbury – Richard L. Sanders
Northwestern CT CTC, Winsted – R. Eileen Baccus
Norwalk CTC, Norwalk – William H. Schwab
Quinebaug Valley CTC, Danielson - Dianne Williams
Three Rivers CTC, Norwich - Booker T. DeVaughn, Jr.
Tunxis CTC, Farmington – Cathryn L. Addy

Mission and Statutory Responsibility

The statutory responsibility of the Community-Technical Colleges, as reflected in Connecticut General Statutes 10a-80, is (1) to provide programs of occupational, vocational, technical and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state workforce needs; (2) to provide general programs including, but not limited to, remediation, general and adult and continuing education designed to meet individual student goals; (3) to provide liberal arts and sciences and career programs for college transfer; (4) to provide community services and continuing education to respond to workforce needs or to address career, personal, instructional, cultural and public interests; (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.

Public Service

In the 1998-1999 academic year, Connecticut's Community-Technical Colleges completed their thirty-fourth year as public two-year colleges. The system served once again as the largest unit of higher education in the state, enrolling 49.4 percent of all undergraduates in public higher education. Fall 1998 headcount enrollment in credit courses totaled 39,354, a 2.4 percent decline from Fall 1997. Of these, 77.5 percent attended part-time; and 24.5 percent attended full-time. There were also 79,342 enrolled in non-credit courses at the 12 colleges, an increase of 12 percent. When credit courses for business and industry, as well as other facility use by contract training, are included, the total rises to over 119,000.

The average Community-Technical College student in1998-1999 was 30 years of age; for full-time students the average was 23 years, while for part-time students it was 33 years; 41.7 percent of the students in the system were age 30 or older.

Women made up 60.2 percent of the student population. Minority enrollments represented 24.4 percent of the student body, with African-Americans and Hispanics constituting 24.3 percent.

Students enrolled in occupational programs represented 43 percent of enrollment, and approximately 28 percent pursued Liberal Arts and Sciences and General Studies programs.

The remaining 29 percent were not enrolled in a specific degree or certificate program.

In accordance with the open door policy, students may enter community-technical colleges and pursue their learning experiences at appropriate and realistic levels; certain specialized programs have additional entrance requirements reflecting the need for prior preparation. Primarily teaching institutions, the community-technical colleges provide lifelong access to educational opportunities.

Improvements/Achievements, 1998-1999

Data and Information Management

Information technology is a critical strategic resource of the system. Students, faculty and staff require necessary access and services. Management information is a valuable resource that must be managed and coordinated in order to maintain its integrity and meaningfulness. The system is working toward a communications infrastructure that will accommodate existing needs and provide for integrated voice, video, and data transmission. During the 1998-1999 year:

- *Core implementation of the Banner management information system was completed, to include the following modules: student recruiting/admissions, registration, accounts receivable, academic history (grades and transcripts), finance, budgeting, and human resources.*
- *Over 500,000 student records and 5,000,000 course records were converted from the previous system to the new Banner system.*
- *All Banner modules have been made Y2K compliant.*

Community Services

The scope of activities in the School-to-Career and Technical Preparation programs has expanded during the 1998-1999 year.

- *All colleges have developed, or are developing, skills outcomes statements for all career programs, to better coordinate with the CBIA-developed skills standards.*
- *All colleges have developed articulation agreements to give college credits for high school courses in communications, mathematics, science, and career fields, taught as part of the Tech Prep programs, which have college-level outcomes. There are currently 77 high schools statewide that participate.*
- *The system has collaborated with the Department of Higher Education to establish web-site information on credit-granting, work-based learning opportunities in higher education that links high school and college personnel to employers.*

Academic and Student Affairs

- *As part of its work to respond to changing needs, the Board of Trustees approved four new Associate Degree programs, 21 new certificate programs, eleven new options to existing programs, and 25 modifications to programs of all types. The Board also terminated five degree programs and five certificate programs.*
- *The New England Association of Schools and Colleges accepted Housatonic Community-Technical College's fifth-year interim report and confirmed that the next*

comprehensive evaluation is scheduled for Spring 2002.

- *The College of Technology, in collaboration with ESPN and CCSU, developed a Television Operations program that will provide training through Tunxis and Middlesex Community-Technical Colleges, using ESPN's Bristol facilities.*
- *The Safety Institute, working with the Department of Transportation, developed a Railroad Crossings training course for state and municipal police and EMTs, the first in the country to be delivered as a college-level credit course.*
- *A credit pathway for the Precision Machining Institute, currently offered at Capital, Manchester, and Asnuntuck CTC, has been articulated with CCSU' s School of Technology, enabling students to receive college credit for their training.*
- *A project to develop a common course numbering and titling system for all twelve colleges has been pushed forward. This long-term effort, when completed, will make it easier for students to transfer from one state higher education institution to another, and for students and institutions to evaluate transcripts.*
- *An all-day Student Services Conference, featuring a nationally recognized keynote speaker, provided an opportunity for college staff and students to develop common practices geared to meeting student needs and expectations.*
- *The system has partnered with CPTV to televise legislative sessions for state residents using the Community College Instructional Television channel, and also provided student interns to staff the television operations and assist state legislators and the governor's office.*

Image and Marketing

As part of long-range strategic planning, two major initiatives were undertaken in the area of marketing and communications. The Board of Trustees began a process of environmental scanning by conducting focused discussions with representatives from the communities and businesses served by nine of the colleges. The results of these discussions will support the Board's work in setting the overall direction for the future. The Board also oversaw the execution of a series of market research projects designed to assess public perceptions about the colleges, their role in the total higher education picture, and the expectations and satisfaction levels of the diverse populations served. The information gathered will help the system in its continuing efforts to tailor programs to meet the needs of students.

Facilities

- *Highlights for the year included master plans for several campuses moving forward. Construction of Phase I at Manchester is well underway. The new Learning Resource Building, which includes a state-of-the-art library, is scheduled for substantial completion and occupancy in June of 2000. Design of Phase II also made significant progress. It is planned to go out to bid, and bonding for construction is hoped for this winter with an early Spring 2000 construction start. Phase II includes a new center for arts, sciences and applied technology, as well as additional renovations to existing space, and replacement of ten temporary buildings.*
- *At Northwestern in Winsted, design of a new library (Phase I) is underway, along with design for major infrastructure renovations to the existing historic Founders Hall. It is hoped that bonding for construction will occur this winter.*
- *Efforts continued during the year for master planning and programming design requirements for a new consolidated campus for Capital in downtown Hartford, and a new technology center at Naugatuck Valley.*

- *The search continues for sites to develop new, consolidated campuses in Norwich for Three Rivers Community-Technical College and in New Haven for Gateway Community-Technical College.*
- *Based on a master plan for Norwalk Community-Technical College, a capital improvement project to renovate one of the wings of the West Campus has been completed. A second and larger improvement project is underway to renovate the remaining three wings of the West Campus.*
- *Numerous other projects, including major ADA renovations, indoor air quality and code upgrades, space renovations, capital equipment and system technology development and deferred maintenance projects continued on a system-wide basis at all colleges.*

Partnerships with State Agencies and with Business and Industry

- *Through the In-Service Training Program, a partnership with the Department of Administrative Services, more than 9,000 state employees in 60 agencies were provided training in a variety of areas and certificates.*
- *A pilot welfare-to-work program was initiated in two colleges, Quinebaug Valley and Northwestern Connecticut.*
- *In partnership with the Department of Economic and Community Development, the Connecticut Customer Service Training Institute was opened at Capital CTC. This is an employer-driven center offering programs in the finance, insurance, and real estate sectors.*
- *A new Connecticut Precision Machining Institute, focusing on machine technology programs and resources, was formed by Asnuntuck, Capital, and Manchester CTC. It offers a standard curriculum statewide; Asnuntuck secured the Team Connecticut prize for its outstanding development and delivery of a precision machining curriculum.*
- *Colleges in Winsted, Waterbury, Hartford, and Farmington addressed a significant worker and skill shortage in health claims processing, identified by CIGNA. Students take core courses at one of the colleges, and CIGNA provides application courses and work experience.*
- *A multi-year technical training contract between the system and UTC/Pratt & Whitney provides training on demand at all of Pratt & Whitney's East Coast facilities using on-site training and distance education.*
- *More than 208 companies were referred to the colleges for training or related services under the Department of Labor referral process as structured in PA 96-190. Last year 145 companies participated.*
- *The colleges are participating in a national workforce development initiative called "America's Career Kit". This model public-private partnership, funded by corporate leaders, the U. S. Department of Labor, the American Association of Community Colleges, and PBS, connects employers, workers, and training providers in a digital marketplace. The system is developing an interactive national web site to facilitate business identification of available training programs.*

Instructional Technology

- *As a result of the identification of technology training needs for faculty and staff, the PC Core Competency Training Program has provided on-going technology training in the major PC office applications as well as Internet and Web technology, through training classes provided at the community-technical colleges.*
- *The College of Technology is a partner with CBIA and the American Chemical Society in*

a National Manufacturer's Association grant to address the needs for technician training in small manufacturing companies, and is developing an interactive web site to link the industrial world with academia.

- *As a member of the Connecticut Distance Learning Consortium, the system has authored more than forty courses for distance delivery through the consortium.*
- *Community College Instructional Television (CCIT), now in its eighteenth year, continues to provide instructional and informational programming to more than 700,000 homes.*
- *The community-technical colleges have entered into a partnership with Connecticut Public Television, the Connecticut Public Affairs Network, and the New England Cable Television Association to provide legislative, executive, and judicial television coverage on CCIT.*
- *Live instruction via compressed video is now being delivered by two of the community-technical colleges, providing students with easier access to courses.*

Reducing Waste

- *By adding new certificate programs, and options to existing associate degree programs, the colleges are able to offer many more programs to students, at no additional cost, since the new certificates and options are reconfigurations of existing programs.*
- *The system has contracted with an independent natural gas supplier to provide gas service to eight colleges, with a resulting saving of some 10 percent during the first year of the contract.*
- *The implementation of the Banner management information system will allow the system to reduce the number of data entry actions needed and integrate material from the 12 colleges in the system for easier access.*
- *The colleges have terminated several degree and certificate programs that had low enrollment and low degree productivity.*
- *The introduction of a new system Banking program will funnel students from the twelve colleges into specialized courses offered at three colleges, thereby providing statewide access at a reduced cost.*

Strategic Planning

During the 1998-1999 year, the community-technical colleges, both as a system and as individual colleges, continued the strategic planning process that was begun last year. The Strategic Planning Committee, as well as the Chancellor, presidents, and other system leaders, developed six goal areas:

- *21st Century Academic Models: improved or new organizational structures, practices, and programs providing access to learner-centered education and skills based on national skill standards*
- *Economic Development: workforce-focused education and training in response to employer needs and the state's interest in business development and technology*
- *Technology: enhanced information technology and infrastructure in support of academic, administrative, and human resource services*

- *Finances: appropriate resources to ensure student access, optimum efficiency in operations, and effectiveness in service*
- *Marketing: better definition and communication of the colleges and system*
- *Strategic Planning: expanded efforts at all colleges to incorporate strategic planning as part of the way we do business.*

The Chancellor's Office is coordinating the development of a simple, coherent, concise, and manageable strategic plan for the system. The State Office of Policy and Management's Guide to Strategic Business Planning, as well as the existing plans of the University of Connecticut and the Connecticut State University system, are all being studied to develop the most appropriate model for the 12-college system, related to other components of the state public higher education sector and following the best current management practices.

Information Reported as Required by State Statute

The system, as employer and educational institutions, has reaffirmed its commitment to affirmative action and equal opportunity. During the 1998-1999 year, there has been a continuing effort to develop and implement innovative programs in many areas.

- *The Chancellor's Office established a Labor/Management Committee to review the Minority Fellowship Program it sponsors in cooperation with the Congress of Community Colleges (employees' union). The program has completed its eleventh year of operation. During this period, twelve minority graduate students served as minority teaching fellows at each of the colleges.*
- *Support continues for the CONNTAC-Educational Opportunity Program – nine centers now exist, the latest opened at Tunxis CTC.*
- *The ADA Task Force continued to work with all colleges to implement provisions of the Americans With Disabilities Act and Section 504 of the Rehabilitation Act.*
- *Community Study Circles on Race Program, sponsored by the Office of the Secretary of the State, were organized on five campuses.*
- *The Chancellor's Office continued to maintain a vita bank and minority recruitment materials for use by all colleges.*